

GROVE CURRICULUM NEWS TERM 2, 2019

move * read * play * learn * discover

An amazing Term 2 of exploring, creating and lots of adventures at Grove Kindergarten and Learning Centre! The Grove news is a snapshot of our wonderings and interesting learning experiences in our adored kindy community.

One of our inquiries reflects on our philosophy of lived experiences at Grove Kindergarten.



The fire truck visits were very exciting for the children. The first visit was on a Thursday and the children were introduced to fire safety around the outdoor fire. Then they learn't about the fire equipment on the truck and had a look inside. Finally it was time for each child to squirt the hose. A big thank you to Rosie's firefighter Dad for organising. The second visit was on Tuesday and the firefighters talked about fire safety and practised STOP, DROP and ROLL. The children had the opportunity to learn about the different parts of the truck, sit inside and have so much fun squirting the fire hose.



Grove Kindergarten uses the Early Years Learning Framework - Being, Belonging and Becoming to design our program. The 5 Learning Outcomes that we refer to through the newsletter are the following and can be further broken down. This Early Years Learning Framework is available at <https://docs.education.gov.au/node/2632> I fdo

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective Communicators

GREEN TEAM

Each day two children enjoy the responsibility of Green Team members. Santa takes them to the chickens to collect the eggs, prepares the lunch tables, organises the waste into recycling, landfill or compost. Santa is always busy cooking inside and on the campfire. Using ingredients from our garden Santa creates beautiful spinach pasta, pizza, scrolls, damper ... just to name a few delicious foods we love to eat at Kindy.



The Green Team collected a record the number of eggs laid by our chickens on the egg-laying chart.

109

Eggs collected in Term 2

EYLF Learning Outcome 2.4

- Children are connected with and contribute to their world
- Children show respect for the environment



Rebecca our Garden Girl comes twice a term to talk about plants and how they grow. She works closely with the children in the garden planting plants that are in season including broccoli and garlic.



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Our wonderful library visits!

Our Grove inquiry supports children's learning with a focus on literacy.

We continued our journey to our wonderful libraries in the community. From Stirling to Parkside to St Raphael's and more importantly our own Grove Library both inside and outside. The children enjoyed following the Library maps and engaged in much learning through oral language and designing their own maps. The children were especially interested in different types of books throughout each library experience.

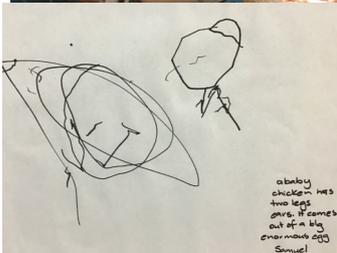
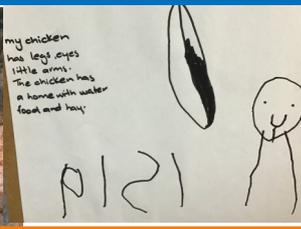


EYLF Learning Outcomes

- 3.1 Children become strong in their social & emotional wellbeing.
- 4.3 Children transfer & adapt what they have learned from one context to another.

Our special visitors!

The amazing life cycle of a chicken.



The children and families embraced the chicks with love and so much interest about their life cycle. It was amazing to see the excitement in their faces when the chicks hatched out of their eggs. The children had the opportunity interact with them and watch them grow. A great learning experience about living things!



EYLF Learning Outcome 2.4

Children are connected with and contribute to their world
Children become socially responsible and show respect for the environment

OOD—Outdoor Only Days



OODs allow children and staff to interact through diverse learning experiences in the outdoors. During this discovery time they observe the different factors in the environment and investigate their findings. We have group and snack time to include cooking around the campfire. We talk about risk assessments that involve the children and the aspects of fire safety, the safety cones, water bucket, whistle and the fire badge. The children have the opportunity to reflect around the bonfire,



2.1 EYLF Learning Outcomes belonging to groups and communities
4.1 Children develop dispositions for learning such as curiosity, confidence, persistence, cooperation, enthusiasm, commitment, and reflexivity

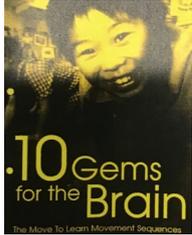
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MOVE to Learn

Our Grove inquiry builds on our own understanding of and develop children's executive functions (cognitive processes) through movement based experiences.

This term the staff are working closely with the children on 'Move to Learn'. The daily program is a simple, flexible movement program comprising of a warm ups and simple movement sequences, covering all the essentials that every child needs to establish an effective foundation for academic learning. It addresses the integrating of left and right brain functions, helping to mature the sense of balance as well as reflexes and coordination. These are some examples of our warm ups and movements. Your child may like to practise at home with you!



Warm up
Windscreen wipers



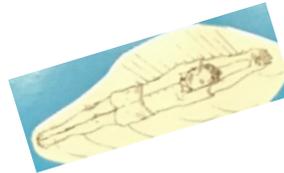
Warm up with
fingers

I am safe
I am calm
I am loved
I am OK.



Warm up
Fish face

Movement
Rolling



Movement
Gliding

Movement
Tummy curls



In the Learning Centre ...

This term we have focussed on building relationships and respect with peers and familiar adults. The children recognise the sense of belonging, the excitement of connecting and learning together, individually and in groups.

In the Learning centre we incorporate the Kindy program into our everyday learning. We have enjoyed the fire truck visits and the chick hatching incorporating this knowledge into our learning.



We observed the live eggs, made predictions and focussed on their life cycle.



The children have also observed and investigated simple machine and construction. They have experimented through taking apart and exploring ideas. The children investigated movement and motion in many situations like lego, box construction, sand pit play and loose parts.

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Who is Matt Cosgrove?

This term we have enjoyed focussing on these two authors and illustrators. The children are learning about the different aspects of their books. The authors, illustrators, characters, setting and story lines. They have identified the similarities of each authors stories and also the differences. Our research questions with children are:

WHAT IS AN AUTHOR and ILLUSTRATOR?

HOW ARE BOOKS MADE?

HOW DO I MAKE A BOOK?

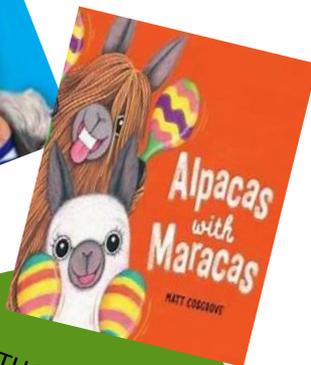
WHO ARE THE CHARACTERS?

WHERE ARE THE DIFFERENT SETTINGS IN THE STORY?

MAKING COMPARISONS BETWEEN THE DIFFERENCES AND THE SIMILARITIES OF EACH AUTHORS STORIES.

Matt Cosgrove is the author of "Alpacas with Maracas. This is the amazing story read in May as a part of 'National Simultaneous Storytime'. The children have embraced his stories and those of Nick

Bland. Nick has many stories based around the same characters such as the bear! They have explored the different aspects of the bears feelings and described the appearance of each character in the story. The children have showed great interest in becoming author and illustrators themselves.



AUTHOR STUDY
Matt Cosgrove



EYLF Learning Outcomes

- 1.3 Children develop knowledgeable and confident self-identities.
- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from these texts.
- 5.3 Children express ideas and make meaning using a range of media.
- 5.4 Children begin to understand how symbols and patterns systems work.
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

AUTHOR STUDY
Nick Bland

